

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents theories which underlie this research. The discussion of this chapter is about theoretical review. In the theoretical review, this study discusses some theories and research studies which relate to the topic.

2.1 Sentence Building

Sentence building is a course in English Department at University of Muhammadiyah Malang which focuses on writing sentences in a good form regarding to grammar rules.

2.2 Sentence

A sentence is a combination of words in the form of a statement, question or commands that usually contain one subject and one verb. In English writing, sentence begins with a capital letter and ends with a point (.), question mark (?), or an exclamation point (!). Sentence is a group of words that used to communicate ideas. Every sentence is formed from one or more clauses and expresses a complete thought. According to Khodijah (2015), sentence is a full predication containing a subject plus a predicate with a finite verb, while then sentences there are differences between the deep and surface structure. The structure of a sentence is grammatical form, while the deep structure is understood as its meaning.

2.3 Assessment

Assessment is a process taken to obtain information used in order to make decisions regarding students, curriculum, programs, and education policies, methods or other educational instruments by an official body, institution, organization or institution that organizes an activity certain (Uno and Koni, 2012).

According to Linn and Gronlund (1995), cited in Uno and Koni (2012), assessment is a general term used to obtain information about student learning (observation, the average implementation of written tests) and the format of assessment of learning progress. According to Amua-Sekyi (2016), assessment in learning is activities that teachers and students undertake to get information that can be used to alter teaching and learning. This includes teacher observation and analysis of student work (homework, tests, essays, reports, practical procedures and classroom discussion of issues).

In general, assessment can be interpreted as a process for obtaining information in any form that can be used as a basis for making decisions about students, both concerning curriculum, learning programs, and school policies. In simple terms it can be interpreted as a measurement and non-measurement process to obtain data on the characteristics of scales participants with certain rules.

2.3.1 Function of Assessment

The assessment function is divided into 4, namely for teachers, students, parents and the community (Wahyuni and Ibrahim, 2012: 5):

- a. Teacher

For teachers, the assessment has several functions, they are:

1. To find out the learning progress of students
2. To know the position of each individual student in his group.
3. As one way to make a selection of students.
4. To know the weaknesses of how to teach in the teaching and learning process.
5. To improve the teaching and learning process.
6. And to determine graduation for students.

b. Students

For students, the assessment has several functions, they are:

1. To find out the abilities and results of learning.
2. To improve the way students learn.
3. To grow student motivation.

c. School

For schools, assessment has several functions, they are:

1. To measure the quality of education and learning outcomes.
2. To know the progress and decline of the school.
3. To make decisions about students.
4. To conduct curriculum improvements.

d. Parents

For parents assessment activities have some functions, they are:

1. To knowing the results of their child's learning.
2. To Improve supervision and guidance and assistance to children in learning.

3. To direct the selection of majors or types of schools (further education) for their children.

e. Society

Assessment also has several functions for the community, they are:

1. To find out the progress of the school.
2. Participate in criticizing and suggesting improvements to the education curriculum at the school.
3. Further increase community participation in efforts to help educational institutions.

2.3.2 Purpose of Assessment

There are seven objectives for assessment activities (Wahyuni and Ibrahim, 2012: 4), they are:

1. To know the position of students is compared with other students.
2. To separate students from certain categories and those who do not.
3. To describe the extent to which a student has mastered competence.
4. To evaluate student learning outcomes in order to help students understand themselves, make decisions about the next step, both for choosing programs, personality development, and for majors.
5. To show learning difficulties experienced by students and enabling achievements that can be developed, which will help the teacher determine whether a person needs remediation or enrichment.
6. To get information that can predict how students perform at the next level of education.

7. To find out the level of efficiency of learning methods and other components that are used for a certain period of time.

2.3.3 Type of Assessment

There are three type of Assessment, namely Pre-assessment, Formatif and diagnostic Assessment, and Summative assessment (Martanti, 2015). All the type of assessment are explained below :

1. Diagnostic Assessment

Diagnostic assessment can help the teacher to identify the students current knowledge of a subject, their skill sets and capabilities, and to clarify misconceptions before teaching takes place. Knowing the students' strengths and weaknesses can help teacher better plan what to teach and how to teach it.

Types of Diagnostic Assessments

- Pre-tests (on content and abilities)
- Self-assessments (identifying skills and competencies)
- Discussion board responses (on content-specific prompts)
- Interviews (brief, private, 10-minute interview of each student)

2. Formative Assessment

Formative assessment provides feedback and information during the instructional process, while learning is taking place, and while learning is occurring. Formative assessment measures students' progress but it can also assess the teachers' progress as an instructor. For example, when implementing a new activity in class, it can be done, through observation and or surveying the students, determine whether or not the activity should

be used again (or modified). A primary focus of formative assessment is to identify areas that may need improvement. These assessments typically are not graded and act as a gauge to students' learning progress and to determine teaching effectiveness (implementing appropriate methods and activities).

Types of Formative Assessment :

- Observations during in-class activities; of students non-verbal feedback during lecture
- Homework exercises as review for exams and class discussions)
- Reflections journals that are reviewed periodically during the semester
- Question and answer sessions, both formal—planned and informal—spontaneous
- Conferences between the instructor and student at various points in the semester
- In-class activities where students informally present their results
- Student feedback collected by periodically answering specific question about the instruction and their self-evaluation of performance and progress

3. Summative Assessment

Summative assessment takes place after the learning has been completed and provides information and feedback that sums up the teaching and learning process. Typically, no more formal learning is taking place at this stage, other than incidental learning which might take place through the completion of projects and assignments.

Summative assessment is more product-oriented and assesses the final product, whereas formative assessment focuses on the process toward completing the product. Once the project is completed, no further revisions can be made. If, however, students are allowed to make revisions, the assessment becomes formative, where students can take advantage of the opportunity to improve.

Types of Summative Assessment

- Examinations (major, high-stakes exams)
- Final examination (a truly summative assessment)
- Term papers (drafts submitted throughout the semester would be a formative assessment)
- Projects (project phases submitted at various completion points could be formatively assessed)
- Portfolios (could also be assessed during it's development as a formative assessment)
- Performances
- Student evaluation of the course (teaching effectiveness)
- Instructor self-evaluation

2.3.4 Criteria of Good Assessment

The criteria of good assessment according to Norcini (2011) are:

- a. The assessment should be reproducible (solid), valid, doable, reasonable and helpful to learning.
- b. The substance and type of assessment should be lined up with their purpose and wanted results
- c. Broad sampling is needed to achieve an accurate representation of ability since examine performance is case or specific content.
- d. Pass-Fail scores that proved by systematic and reliable of assessment are important.
- e. Assessments need to be built in accordance with clearly defined standards and methods that are systematic and credible.

2.4 Peer Assessment

Peer assessment is an assessment technique that is carried out by asking students to express their friends' strengths and weaknesses in various ways (Wahyuni and Ibrahim, 2012: 22). According to Siswaningsih, Dwiyaniti, and Gumilar (2013), peer assessment is commonly used in formative assessment. Thus, peer assessment utilizes friends as assessors. The position of peers as an assessor is equivalent to himself in self assessment. Peer assessment can be done in pairs and can also be done randomly. Thus the results can be utilized by the teacher as one of the information determining the success of students in achieving learning goals.

In addition, the results of peer assessment can also be used as material to perfect a student's work. Thus, peer assessment aims to measure the competencies of the peer theme and can also provide input to peers.

2.4.1 Advantage of peer assessment

Peer assessment has many benefits. According to Wahyuni and Ibrahim (2012: 22), peer assessment has five benefits, they are:

1. Providing encouragement to the assessor to always learn so that they can make a good assessment.
2. Increasing the confidence of students because they are authorized to make judgments without any differences with other friends.
3. Providing valuable experience for students to develop themselves to be better.
4. As an arena of learning because when he makes an assessment, in essence they are also learning to sharpen insights about the things he values.
5. Making students be more critical, because they always searches and finds something carefully to be given comments or notes.

2.4.2 Procedure of Peer Assessment

According to Orsmond (2004:17-18) there are three procedures used in peer assessment as follow :

1. Preparation

There are some things must be prepared in implementing peer assessment, remember the principles of good experimental design,

students need to be well briefed in advance of the assessment practice and this may mean including details in modul/award handbooks, and the last is information should be given both in writing and verbally such as scoring rubric. The scoring for the task based on The scoring for based on the rating scale scoring rubric.

Scoring rubric adapted from Brown (2007),



Aspect	Score	Performance Description	Weighting
Content (C) 30% - Topic - Details	4	The topic is complete and clear and the details are relating to the topic	3 x
	3	The topic is complete and clear but the details are almost relating to the topic.	
	2	The topic is complete and clear but the details are not relating to the topic.	
	1	The topic is not clear and the details are not relating to the topic.	
Organization (O) 20% - Identification - Description	4	Identification is complete and descriptions are arranged with proper connectives	2 x
	3	Identification is almost complete and descriptions are arranged with almost proper connectives	
	2	Identification is not complete and descriptions are arranged with few misuse of connectives	
	1	Identification is not complete and descriptions are arranged with misuse of connectives	
Grammar (G) 20% - Use present tense - Agreement	4	Very few grammatical or agreement inaccuracies	2 x
	3	Few grammatical or agreement inaccuracies but not affect on meaning	
	2	Numerous grammatical or agreement inaccuracies	
	1	Frequent grammatical or agreement inaccuracies	
Vocabulary (V) 15%	4	Effective choice of words and word forms	1.5 x
	3	Few misuse of vocabularies, word forms, but not change the meaning	
	2	Limited range confusing words and word form	
	1	Very poor knowledge of words, word forms, and not understandable	
Mechanics (M) 15% - Spelling - Punctuation - Capitalization	4	It uses correct spelling, punctuation, and capitalization	1.5 x
	3	It has occasional errors of spelling, punctuation, and capitalization	
	2	It has frequent errors of spelling, punctuation, and capitalization	
	1	It is dominated by errors of spelling, punctuation, and capitalization	

Adapted from Brown (2007)

$$\text{Score} = \frac{3C + 2O + 2G + 1.5V + 1.5M}{40} \times 10$$

2. Implementation

Teacher gives guidance during the learning process. Learner assessed by their peers and peers give feedback to correct learner's

mistake. Peers assessing their friends based on form evaluation which given in the starts of learning process.

3. Follow up and Evaluation

Feedback are not given and received during learning process. Teacher gives and receives feedback at the end of learning process.

From the procedures above, the peer assessment technique need some preparation such as the variable, explanation, about peer assessment itself, and modul/hardbooks. Then followed by the implementation and the evaluation. Procedures help students and teacher manage time effectively. A clear steps will bring a good result in teaching-learning process.

2.4.3 Problem of Peer Assessment

According to Ernani (2012) there are three problems of peer assessment. The problem in the assessment can be summarized as follows:

1. Students are not able to judge their peers. Thus, students cannot give each other useful and encouraging feedback.
2. Students feel not confident in assessing their peers. This happens because students may not understand the material provided by the teacher, which makes students not confidence in evaluating their friends.
3. Friendship between students that might influence in assessing. The existence of friendships give opportunity for students to set agreements to mutually over judge or agreement to drop.

